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ABSTRACT

The guide is intended to provide a framework for helping special education students acquire those skills which will enable them to live and/or work in the community after high school. Based on a functional/critical skills model, the curriculum is organized in four learning domains: domestic (personal health care, home care, and family life/social interactions); community (transportation, consumer services, schooling, and agencies and facilities); career/vocational (training models, occupational options); and recreation/leisure (sporting events, community services, vacation, family/social events, schooling, and hobbies/interests). The curriculum stresses the need for age appropriate instruction in natural environments, consideration of student and parental preferences, and a thrust toward independence. (CL)

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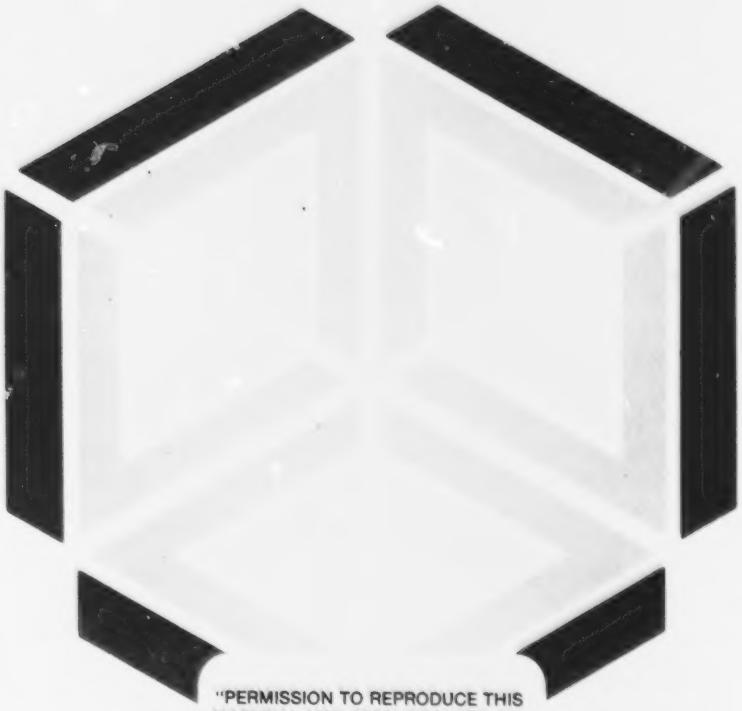

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Special Education Curriculum Guide

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Abstract for Special Education Curriculum Guide

The Special Education Curriculum Guide is a framework for a functional/critical activities-based program for students with severe handicapping conditions. It is the product of group consensus by a committee of teachers, parents, program specialists and administrators. The Guide is used in conjunction with curriculum awareness training for all teachers.

This Guide was the first of three documents to provide information for implementation of the curricular focus for the county operated programs.

PREFACE

The following curriculum document is intended to focus on the acquisition of skills necessary for our students to live and/or work in the community after completion of their school program. It is the result of many hours of discussion and work by representatives of the special education community, including parents, paraprofessionals, teachers, resource personnel and administrators.

It is the intent of this document to meet the needs of all special education students served by the Division of Special Schools and Services of the Office of Riverside County Office of Education. The combined input of parents/care providers, teachers, students and administrators will be used to determine which option or combination of options from this guide will be used to best meet the individual needs of each special education student.

To facilitate the implementation of this curriculum guide, ongoing inservice training of parents and school personnel will be necessary. It is anticipated that the approach described herein will increase parent involvement and enhance teacher creativity in developing a meaningful program for each student.

Many thanks to the hundreds of people who reviewed this document and offered their insight which resulted in the development of this curriculum guide.

In Remembrance

John J. Wightman

1927 - 1985

This curriculum guide is dedicated in fond memory of John, a very "special" educator, a friend and colleague whose vision guided us in the writing of this document.

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SPECIAL EDUCATION CURRICULUM GUIDE

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DEFINITION OF TERMS

The following is a list of terms, concepts and definitions that are used throughout this curriculum guide:

1. **Adaptation of Curriculum**

   Curriculum specialists, teachers and administrators will adapt materials and techniques to meet the needs of students.

2. **Age Appropriate**

   This term refers to those skill activities, materials and environments that are typical for same-age peers without handicaps. In this document, age appropriate means chronologically age appropriate.

3. **Community-Based Instruction**

   This term refers to the natural environment where the learned skills will be used. Individuals with handicaps need to learn to meet the demands and expectations of community environments through exposure and skill development in those environments. It is assumed that these environments will be chronologically age appropriate and that the skills learned will enable the students to perform and participate appropriately in a variety of community environments.

4. **Curricular Domains**

   This term refers to the global subject areas used in the curriculum guide. The domains are Domestic, Community, Career/Vocational and Recreation/Leisure.

5. **Curriculum Guide**

   This curriculum guide is a philosophical foundation which provides the Riverside County Office of Education, Special Schools and Services, a framework to guide its procedures and activities.

6. **Decision Making**

   This refers to the process of making a choice from several options.

7. **Differential Standards for Graduation**

   The local school board determines the alternative standards for graduation for students. The Individual Education Program (IEP) is the vehicle used to identify how to meet the criteria established by the local districts for students with handicaps.

8. **Functional/Critical Skills**

Functional skills refers to those skills that are required and/or expected of peers without handicaps. These skills are essential in everyday life and participation in community environments. Critical skills are those functional skills which have been identified through the parent/significant other interview as necessary for the individual's current or foreseeable life setting.

9. **Individual Education Program (IEP)**

The Individual Education Program, a legal document, consists of the student's instructional plan based on input from parents and significant others. This document will contain goals and objectives aimed toward the acquisition of critical skills.

10. **Individual Education Program Team (IEPT)**

An Individual Education Program Team consists of a teacher, an administrator, the student's parent and/or guardian, other pertinent professionals and the student when appropriate. This team plans the educational program specific to each special education student's unique needs.

11. **Integration/Least Restrictive Environment**

These terms refer to the location of services. Students with handicaps, as well as their peers without handicaps, should not be denied the opportunity to learn with and from each other. Therefore, integration for school-age students with handicaps means:

> that the school environment supports numerous opportunities for students with handicaps and students without handicaps to play, grow and learn from each other;
>
> that the students with handicaps are placed under the direction of a special education teacher;
>
> that students with handicaps are placed in special classes on general education campuses according to similarity of chronological age;
>
> that there are planned and structured interactions for students without handicaps to promote acceptance and understanding of students with handicaps;

that appropriate functional life skills are provided for students with handicaps and that special education teachers and the parents of children with handicaps are equal participants in all school activities.

12. **Mainstreaming**

This term refers to the placement of student with handicaps in regular classrooms under the direction of regular education teachers with support from special education teachers and/or designated instruction and services.

13. **Natural Environments**

This term refers to teaching skills in settings where they would typically occur.

14. **Parent/Significant Other Interview**

This interview uses the input of parents and/or significant others to collect information regarding the daily activities of a student in a typical week. It is optimally conducted in the student's home. It assists the parents and teachers in identifying critical needs.

15. **Principle of Partial Participation**

This term refers to the concept that it is better for a person to interact on a limited basis than to be denied entrance or access into an environment and/or an activity. Individualized adaptations often need to be developed and provided in order for some students to participate in a variety of natural environments.

16. **Significant Others**

This term refers to influential people in an individual's life, such as parents, guardians, close relatives, friends and teachers.

INTRODUCTION

The Riverside County Office of Education is committed to a uniform, integrated, community-based program of instruction for individuals with handicaps. We believe that our curriculum maximizes, to the fullest extent possible, progress toward student independence and participation in all aspects of human endeavor. This uniform curriculum requires an educational service delivery system that provides for a substantial degree of interaction and social contact among persons with and without handicaps. In order for individuals with handicaps to develop to their potential, the most appropriate environments for education and work training are the school and the surrounding community. The curriculum provides for practical experiences in natural environments coupled with a functional and/or academic content. This comprehensive curriculum also requires a multidisciplinary service system which includes the agencies that provide services to individuals with handicaps.

This curriculum guide is intended as a framework to provide a uniform and longitudinal educational program for all students served by the Division of Special Schools and Services of the Riverside County Office of Education. The approach and content of the curriculum for students with handicaps is outlined within, but the specific program for each student will be defined by the Individual Education Program Team (IEPT). More precise guidelines for the Individual Education Program (IEPT) and the specific domains will require further clarification or expansion by school personnel and parents. Basic to this guide is the concept that the individual student's circumstances, not a program, will define what will be the identified goals and activities for that student.

This curriculum is philosophically based on a functional/critical skills model. To meet the goals of this model, the curriculum is presented in four learning domains: Domestic, Community, Career/Vocational and Recreation/Leisure. The domains of this curriculum do not have rigid demarcations since the teaching activities and skills may meet or reinforce goals in several domains at once. The domains of this curriculum are the same for all individuals with handicaps served by the Riverside County Office of Education. However, the exact goals and objectives developed for each student will be individualized to meet the student's identified critical/functional needs. The development of these goals is a collaborative effort by the Individual Education Program Team (IEPT).

The curricular domains are designed to offer a progressive uniform format which provides age-appropriate instruction in natural environments. Opportunities for instruction in natural environments must begin at an early age and continue into adulthood. The Individual Education Program Team (IEPT) determines where learning should take place in order to maximize the student's potential to retain skills. For those students with the ability to transfer learning from one environment to another, less specific settings will be needed.

Planned opportunities to develop decision-making and social/emotional skills are incorporated throughout the curriculum. As individuals with handicaps are integrated into the school and community environments, situations requiring independent decision-making and problem-solving skills become more frequent and more essential. A functional/critical skills curriculum must recognize the importance of decision-making in daily living. Its importance is recognized in this curriculum by infusing decision-making into all of the

domains of this curriculum. Decision-making is a process of learning to choose from options. By providing opportunities to identify options, discover preferences, take risks and realize consequences, the students acquire independence and responsibility. Having options or choices create the need and opportunity for making a decision. When others continue to make all decisions for persons with handicaps, opportunities to develop the ability to make one's own choices are limited. As students practice dealing with choices, their abilities to make decisions consistent with their preferences are enhanced. It is, therefore, important for students to have the opportunities to make decisions which are age appropriate and relevant to their life situations.

Activities that provide opportunities for students to develop age-appropriate social and emotional skills must also be incorporated into all the curricular domains. Individuals with handicaps will increase their social skills if they can perceive the needs and emotions of themselves and others. Social interaction skills are crucial for successful integration of students with handicaps into the community.

Other issues to be considered in the development of goals and the implementation of this curriculum are as follows:

1. Teaching must be conducted in NATURAL ENVIRONMENTS. Ideally, these natural environments are located within the student's school, home and/or local community.
2. Instructional design should consider opportunities for STUDENT INTERACTION with same-age persons without handicaps.

3. Instructional goals must consider PARENTAL PREFERENCES for such goals. Specifically, parents and/or care providers must be involved in determining the functional/critical skills, as well as the instructional environments for their sons or daughters.
4. Instructional goals must consider STUDENT PREFERENCES for such goals and these preferences should be recognized and honored whenever possible.
5. Teaching toward INDEPENDENCE should be a strong consideration in the identification of student goals and objectives.
6. Teaching in the natural environment must be AGE APPROPRIATE. Experiences in natural settings must begin at an early age and continue through adolescence and adulthood.
7. Instructional groupings must consider NATURAL PROPORTIONS. The proportion of students with handicaps which are in a group should closely approximate the proportion of individuals which would normally or statistically be expected to be in that group.
8. A student's education must address COMMUNICATION skills necessary to express one's needs, wants and desires, either verbally, nonverbally or with assistive devices.

The Riverside County Office of Education believes there must be provision for continual modification of this curriculum to keep abreast of the rapidly changing state of technology for educating individuals with handicaps. In addition, there is also the need for planned opportunities to upgrade the

skills of teachers, administrators and support personnel to ensure the viability of these educational programs. Flexibility and an on going program of staff development are imperative if we are to ensure that students with handicaps can ultimately function as productively and independently as possible in an integrated adult environment.

CURRICULAR OPTIONS

The goal of this curriculum is to prepare students for successful participation in school and life in the community. Students with handicaps will be provided integration and/or mainstreaming opportunities which will enable them to interact with students without handicaps to the maximum extent possible. There are three curricular options in this model which are described below. Students may benefit from one or all of these curricular options at a given time. If a student receives additional programming from one curricular option it does not preclude receiving programming from another curricular option.

For some students, obtaining a diploma may be their major critical need. For other students, critical needs may be met by a diploma-seeking option coupled with programming in one or all of the domains. For other students participating in district classes, but not actively seeking a high school diploma, a document citing the level of that student's competencies will be issued upon completion of the program.

It is important to keep in mind that the intent of this curriculum guide is to provide guidance to identify those skills that are critical to each student based upon individual learning needs. It is also important to remember that many academic skills are actually infused in a functional manner within the domains. It is crucial that input from parents, teachers and significant others be obtained by a formal interview process and brought to the Individual Education Program Team (IEPT) meeting in order to develop a program to best meet the critical needs of each student.

Option One

For students with handicaps who have potential for age appropriate academic achievement, mainstreaming in the district's regular education program is appropriate. These students will profit from the socialization and academic preparation afforded by the school of attendance. The Division of Special Schools and Services will provide direct services, designated instruction and services, and/or ancillary personnel to augment any unique needs that arise for such students and which cannot be provided to the student by the district.

Option Two

For students with handicaps needing adaptation of a district curriculum, the special and/or regular education teachers will individualize materials and/or services to allow the students to comply with the district course requirements.

These adaptations will allow students with handicaps the opportunity to participate in the mainstream of school life while they gain valuable skills. Course requirements will be requested from the district of attendance to assist special and/or regular education specialists to develop course adaptations. The Riverside County Office of Education will develop procedures to adapt local district curriculum.

Option Three

For students whose critical needs cannot be met by the regular district curriculum or an adaption thereof, the major

focus will be the four domains further explained in this curriculum guide: Domestic, Community, Career/Vocational and Recreation/Leisure. From these domains, the Individual Education Program Team (IEPT) will decide which functional/critical skills are appropriate.

Although specific activities are suggested under various areas of instruction in the domains, the principle of partial participation may be applicable. Therefore, a student may ultimately be able to only complete certain parts of an overall task, but his/her feelings of self-worth and dignity may improve by having participated in the task.

Ultimately, it is the Individual Education Program Team (IEPT) that identifies the functional/critical goals and objectives for the students, and the most appropriate and effective instructional options. Opportunities for integration and mainstreaming will be provided on an ongoing basis.

DOMESTIC DOMAIN

The Domestic Domain is designed to facilitate the acquisition skills in the following major areas: personal health care, home care, family life/social interactions. Instruction in the Domestic Domain is functional, age-appropriate and occurs within natural environments. To accomplish this kind of instruction, the support of parents/care providers and/or other significant people in the student's life is important. For the activities covered by this domain, all of the above factors are crucial for appropriate and successful skill acquisition and retention.

Personal health care, one domestic area, addresses the total physical well-being of the individual. This physical well-being will lead to increased levels of independence and, thus, a better self-concept and acceptance by others. Health care includes the mechanics of physical appearance, hygiene and safety. Additionally, the issues of "wellness," nutrition and emotional/mental health are necessary critical skills of personal health care. Students should be given not only the opportunity to learn how to perform self-help skills, but to practice deciding when to use these skills. This practice is intended to lead students to a personal understanding of the need for self-help skills.

Home care is the second area of this domain. This area includes activities necessary to maintain a home, i.e., laundry, meal preparation, cleaning and home maintenance. In order for students to retain and transfer these skills into their adult lives, instruction should take place in the natural environment. In addition, the area of home care must include all activities that constitute the daily routine of the family/home. The development of

competencies in the family/home care routines will lead to increased participation in the home environment.

Family life and social interaction is the third major skill area. It is generally accepted that human relationships significantly increase the quality of life; and, yet, this is an area where students with handicaps have often been restricted from participating. Freedom of choice in the areas of social interaction and human sexuality have been nonexistent for persons with severe handicaps and limited for those with mild or moderate handicaps. It is an important privilege to choose with whom to spend time, to love, to live or to marry. All parents hope that their children will make "good" decisions with regard to these issues. However, such "good" decisions do not happen by chance. Educators and parents must work together cooperatively to facilitate such "good" decisions. It is imperative that students with handicaps have ample opportunities to acquire necessary skills and to be exposed to a variety of experiences which will enable them to make informed choices and to learn the consequences of their decisions. The ability to communicate one's needs, wants and desires may mean the difference between partial or total participation in social settings.

In summary, all students have the need and the right to learn skills that will allow them to function as individuals, as family members and as members of society. A consistent comprehensive program that begins early in life and continues through adulthood -- which leads to maximum independence in a natural living environment -- is essential.

DOMESTIC DOMAIN

PERSONAL HEALTH CARE	HOME CARE	FAMILY LIFE/ SOCIAL INTERACTIONS
Physical Appearance -dressing -appropriateness -hair/skin care -social norms	Clothing -awareness -appropriateness -purchase -repair -laundry	Family Members -roles/expectations -flexibility -transitions Lifestyle
Hygiene -toileting awareness indication independence -oral hygiene hand & face washing -female/male hygiene -toleration of care -bathing	Housecleaning -basic standards -materials Meals -choice -preparation -purchase -clean up	Conflict -solutions -avoidance -compromise Social Events -in/out of home -holidays/traditions -entertaining
Safety -awareness -first aid -emergencies -seeking help -protective reflex	Eating Skills -basic skill -manners -chewing & swallowing House Maintenance -repairs -yard	Space -private/shared Social Skills -public/private -interactions -responsibility self, others, belongings -choices/consequences -joining/initiating
Wellness -exercise -medication -diet -medical care -maintain range of motion -mobility -position	Access Community -services -purchases Use of Space -design -accessibility -safety -independence	Human Sexuality -basic information -feelings of self/others -expression/informed choice -relationship/marriage -community standard -family planning -respect/privacy -lifestyle
Nutrition -awareness -diet balance -variety -supplements		Behaviors -appropriateness -consequences
Emotional/Mental -self-concept -morality -communication -resources		Interaction -social/business -eye contact -cooperation

SAMPLE SKILLS TO BE INFUSED IN ALL OF THESE AREAS

Schedule of routine	Time Management	Money Management
Attendant Management	Functional Reading & Math	Communication

COMMUNITY DOMAIN

The community is the environment that will be the ultimate living space for all; thus, the community becomes a major domain for learning. It includes the activities and settings students encounter in their daily lives, such as, transportation, consumer services, schooling, agencies and facilities. The community is a reinforcing environment where students learn functional and critical skills in a stimulating and natural manner. The amount of time for training in the community should expand as students increase in age. Younger students will need to acquire some preliminary skills in the classroom; but, as students mature, increased opportunities need to be provided to perform and refine these skills within the specific community settings in which the skills will be used.

Mobility/transportation skills also need to be included as a curricular content area. Students must be provided opportunities to use various means of transportation and to explore accessibility to community resources. In selecting appropriate transportation for a particular individual, special attention must be given to safety factors of each available mode of transport. As students become familiar with the various transportation options, they should be allowed to select the appropriate mode of transportation for different destinations and occasions. Gaining access to consumer services, schooling, agencies and facilities is an invaluable skill.

Research and experience demonstrate that individuals with handicaps have particular difficulty in generalizing skills learned in one environment and transferring that learning to another environment. Therefore, skills are most effectively taught in the same environment in which they will be performed. For example, consumer shopping skills are most effectively

taught in retail stores. Such skills include using transportation, mobility, social interaction, eating in restaurants, purchasing goods and services, attending movies and concerts, communicating, using agencies and services of the community and securing housing. The extent of participation in these activities will be determined by each individual's ability level and needs, from partial participation to total independence. Whatever level of participation is established, the training should be conducted in an age-appropriate community setting.

An awareness of behavioral norms of the local community increases the possibility of positive integration into that community. To ensure successful integration into the community, appropriate appearance, social interaction and language must be continually assessed. Appropriateness of these factors is often difficult to identify and learn because they may be judged differently from one situation to another. Thus, for students to realize the specific behaviors needed for a given situation, practice is a necessity. Students need flexibility to adapt to different situations and settings.

Individuals, as emotional beings, learn to deal with their emotions and to express them in socially acceptable ways. Skills all individuals need to develop are appropriate methods of expressing emotions, effectively dealing with the emotions of others, methods of coping with nonsupportive or hostile community members and techniques for controlling moods. With the increased complexity of daily living has come an increase in the stress experienced by all community members. Dealing with stress is a learned skill which is a very valuable tool for all individuals to acquire, including those individuals with handicaps.

An awareness of the behavioral norms of the local community facilitates the maximum positive integration into that community. Conformity to the accepted behavioral norms of the community must be expected of students. When individuals with handicaps are involved in the community, attention should be given to the appropriate behavior of that setting. Further, the natural consequence of one's behavior should be addressed and considered. Issues related to societal mores such as, dating, interpersonal relationships, the use and abuse of drugs and alcoholic beverages must be addressed as well. Legal consequences for violated laws will be taught and adherence expected.

COMMUNITY DOMAIN

Transportation	Consumer Services	Schooling	Agencies & Facilities
Community Bus	Laundromat	Public/Private	Medical Doctor/Dentist Hospital Clinics Veterinarian Drugstore Prescription Emergency Help
Airplane	Shopping Mall Department Store Specialty Shop Clothing Store	Community College	
Train	Eateries	Adult Education	
Taxi/Dial-A-Ride		YMCA/Community Classes	
Automobile Parent Friend Own	Beauty Parlor/Barber Shop	Extra-Curricular Activities	Post Office
	Grocery Store	School Grounds	Bank/Savings & Loan
Boat	Repair Shop Shoe Appliance		Social Security
Motorcycle			Employment Agency
Bicycle	Mini-Market		Welfare Agency
Skateboard	Gas Station		IRS/Tax Agency
Mobility -walker -cane -wheelchair -crawling	Furniture Store		Religious Organization
	Car Dealership		Department of Motor Vehicles
	Restaurant		Place of Employment/ Volunteering
	Parks		
	Library		Rehabilitation/ Habilitation Agencies
	Movie Theaters		Convalescent Programs
	Amusement Parks		

SAMPLE SKILLS TO BE INFUSED IN ALL OF THESES AREAS

Asking For Help	Following Directions And Rules	Stranger Awareness
Telephone Use	Money Management	Survival Reading
Time Management	Emergency Procedures	Situation-Appropriate Behavior.

CAREER/VOCATIONAL DOMAIN

The activities of the Career/Vocational Domain are designed to prepare students for participation in life-long meaningful vocational activities that contribute to self-worth, independence and adult identity. Activities of this domain include on-campus and community career/vocational training, occupational training and employment skills. These activities prepare individuals for contributions to society in the most productive manner possible. The expectation of students, school personnel and significant others must be considered in planning programs. The involvement of the students' parents/care providers in the development and implementation of the students' career plans must begin early in the educational process and continue into adulthood.

The anticipated outcome of this domain ranges from full-time competitive employment through partial-pay employment to volunteer activities. The ultimate outcome is increased independence in society. Early career education in independent living skills, personal/social skills, work related attitudes and behaviors, and job awareness provide the foundation for vocational training and exploration. In primary and elementary years, students need to develop an awareness of self and others, and an awareness of occupational opportunities and acquire basic work habits. As the student matures, increased opportunities to explore various work tasks in a number of environments is imperative. Whenever possible, vocational training should occur in the natural environment in which the vocational training will be used.

One factor of this domain to consider is the variety of career/vocational training models which can be used to provide instruction. These models range

from supervised work assignments in the classroom to completely independent placements in a community work setting. During their school careers, students should be exposed to many vocational options and job training models. This will allow the students to demonstrate strengths, weaknesses and preferences for employment planning. The appropriate models of instruction, as well as goals, will be determined by the Individual Education Program Team (IEPT). This team will consider the age and functioning level of each student in the program planning.

Another consideration is the diversity of occupational options that are available to students. The experiences and training that students acquire will help them to identify and prepare for satisfying occupations. Special adaptation of equipment or materials may be necessary to allow an individual to participate to the fullest extent possible in certain occupations. Further, the level of occupational participation by students may range from total job completion to partial participation.

Employment-related skills are other important considerations. Some may include personal hygiene skills, social skills, mobility skills and attention-to-task skills. Though these skills are important in other activities, they are often critical in this domain. Some of these skills may be important in one work setting but not important in another work setting. Thus, it is not necessary that all work-related skills be mastered before vocational training begins. Upon a student's completion of a training program, further vocational training will be guided by the experiences and knowledge gained by the student from the previous training. This decision should also be influenced by the student's preferences, significant others' preferences, job opportunities and accessibility to work sites.

CAREER/VOCATIONAL DOMAIN

TRAINING MODELS *	OCCUPATIONAL OPTIONS
In classroom training -wastebasket monitor -equipment monitor -cleanup -table setting	Food Services Agriculture Groundskeeping Landscaping Horticulture
On-campus training group with teacher supervision -custodial/landscape -packaging/assembly -collating/sorting	Office Occupations Business Machines Janitorial Maintenance
On-campus training without teacher -custodial helper -library helper -teacher aide -health office aide	Child Care Durable Goods/ Assembly Community Service
Group training programs in the community -work crews -workshops -enclaves	Service Delivery Occupations Health Care
Individual participation in Training Programs in Community -ROP Training Program -Adult Ed. Classes -Community College -College -Private Trade Schools -Business/Agency	Other Professional Occupations
Individual Training/Placement in the Community -paid -supported -volunteer	

SAMPLE SKILLS TO BE INFUSED IN ALL OF THESE AREAS

Physical Appearance	Hygiene	Safety
Wellness	Self-Awareness	Interpersonal/Social
Sexuality	Work-Appropriate Social Behaviors	Time/Management
Money Management	Attention to a Task	Following Directions
Mobility	Physical Stamina	Work Tolerance

* **This list should not be used as a continuum of prerequisites nor readiness skills, but rather a menu of possible student needs.**

RECREATION/LEISURE DOMAIN

Leisure activities have recently taken on new importance in our society. It is now commonly accepted that people are active in hobbies, sports and/or other leisure pursuits. For all people, leisure or recreation represents learning and practicing the skills which will enable them to participate independently in age-appropriate activities of their choice. It is the intent of this domain to provide participation in a variety of leisure activities which can lead to a sense of enjoyment and satisfaction in the students' lives. These activities include sporting events, community services, vacationing, family/social events, schooling and hobbies.

Diverse exposure and experiences provide the basis for future activity choices in the Recreation/Leisure Domain. In a society where leisure interests are a growing part of social interaction, it is imperative to include this area in the students' programs. Further it is important to provide recreation/leisure activities which are age-appropriate and of interest to the students.

Decision making also plays a very important role in the leisure/recreation domain. Teachers need to provide numerous experiences for the students. These experiences will provide the basis to decide which activities they might enjoy. They should occur and be available to the students in their individual demographic areas.

The community is an extremely important factor in the Recreation/Leisure Domain. Teaching recreation and leisure skills in the classroom may not always be the best educational setting. Many activities are most effectively

taught in the environment in which they occur. Therefore, the classroom teacher must make every effort to identify and locate not only those activities which students and parents/care providers deem critical for the students, but also where these activities will likely take place. Careful planning and training to learn how to use community/recreational facilities will ensure that individuals with handicaps will experience acceptance and satisfaction when accessing these facilities. The acquisition of recreation and leisure skills provides the student with the means to enjoy the community and to spend leisure time in chosen pursuits. This also provides the opportunity of involvment with nonhandicapped peers. Students with handicaps are then allowed to practice interpersonal skills and initiate appropriate social contacts. It is important for this to occur in the community because it allows the student to experience the natural consequences of his or her actions. Human interactions provide opportunities for increased understanding of societal norms.

Sports, vacationing, recreational classes and hobbies are leisure pursuits which are intertwined with personal, family, community and geographic factors. They are often related to each other. For example, a sporting event may be a family/social event as well as an extention of a hobby. All recreation/leisure activities of a student should be considered in totality to accommodate the interrelationship of these activities.

Family leisure activities need to be identified and expanded upon in the student's curriculum so that greater participation in the family becomes possible. Leisure activities for students with handicaps must encompass the same spectrum as for all people. These activities may range from "armchair quarterbacking," competing in a tennis tournament, to picnicking with the family. Leisure may be the weekly aerobics class at the local community

facility or an at-home interest in gardening. Leisure activities should be incorporated into the educational programs of students with handicaps in the same manner as they are provided for nonhandicapped students.

RECREATION/LEISURE DOMAIN

SPORTING EVENTS	COMMUNITY SERVICES	VACATION
Participating	Library	Hotel/Motel
Spectating	Movie Theater	Campsite
Officiating	Video Arcade	Home
Team Assisting	Amusement Park	Cruise
Fitness Center	Clubs	Transportation
	Scouting	
	Restaurant -Formal -Family -Fast Food	
	Nightclub	
	Theater	

FAMILY/SOCIAL EVENTS	SCHOOLING	HOBBIES/ INTERESTS
Weddings	Adult Education	Club
Reunions	Community Classes	Collections
Parties	Extra-Curricular School Activities	Puzzles and Games
Entertaining	YMCA/YWCA	Reading
Holidays		Music
Traditions		Television Watching
Dating		Arts and Crafts
Religious Events		Gardening

SAMPLE SKILLS TO BE INFUSED IN ALL OF THESE AREAS

Time Management	Functional Reading	Mobility
Communication Skills	Social Skills	

CURRICULAR QUALITY INDICATORS

QUALITY INDICATORS	MEASUREMENT
1. The Curriculum is directed toward infusing the instructional program needs of each student into critical activities needed to participate in natural environments.	a. By the 1986-87 academic year, a curriculum directed toward student independent living, employability and life survival skills will be adopted by the Riverside County Office of Education
	b. By the 1986-87 academic year, the curriculum will provide activities that are: 1) age-appropriate; 2) accomplished in an environment where nonhandicapped persons live, work and recreate; 3) functional in nature and beneficial to the present and future needs of the individual.
	c. By the 1987-88 academic year, teachers of specific populations will adopt uniform delivery systems for the adopted curriculum which meet the needs of their students.
2. Teachers, paraprofessionals, administrators and support staff are trained in curricula and methodologies appropriate to their students' needs.	a. Sufficient and appropriate curriculum training and follow-up support will be provided for all levels of staff within two years of curriculum adoption.
	b. All staff will be trained in the methodology and mechanics of the adopted curriculum within two calendar years of said adoption.
	c. Trained support personnel will be readily available to the classroom staff to assist in implementation and maintenance of the curriculum.

3. Students will, upon completion of the special education program, matriculate to appropriate productive activities including, but not limited to: 1) community involvement 2) supervised or independent living 3) vocational participation 4) post secondary training	a.	All matriculating students will identify future plans in these four areas.
	b.	All matriculating students will possess, at the highest level possible, skills needed to function in these four areas.
	c.	Random samplings of students completing the program, conducted at two-year intervals, will determine that 80% of the students canvassed will have maintained at least 80% of the skills they had at the time of matriculation.
4. The Individual Education Program (IEP) process is utilized with all students in county programs.	a.	Periodic reviews will determine that the process utilized to develop the students' IEPs are: 1) in compliance with the provisions of law; 2) comprehensive in all domains critical to the student; 3) based on recent, appropriate and comprehensive assessments, including input from parents/care providers; 4) inclusive of the integration/mainstreaming process and program.

FRONT

Riverside County Office of Education

Division of Special Schools and Services

This certifies that

_____

has completed the prescribed Individualized Educational Program goals and objectives this ____ day of _____, 19__

_____ _____

BACK

RIVERSIDE COUNTY OFFICE OF EDUCATION

DEMONSTRATED COMPETENCIES

Student Name _____

_____ _____

Principal/Coordinator Instructor

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